



Karaka School

EMBRACING LEARNING. BUILDING RESILIENCE. ACHIEVING EXCELLENCE.

“Ka whangaia, ka tupu, ka puawai.”

Strategic Plan 2018 – 2021 Annual Plan 2018

*Learners at Karaka school will be empowered with the mindset, competencies, tools and resilience required to become enthusiastic self managing learners who are able to confidently and creatively contribute to local and global communities. Learners will be nurtured, inspired and challenged through high expectations and the provision of progressive learning pathways and effective feedback within supportive learning environments.
At Karaka School, excellence will be pursued and inquiry embraced.*



Charter 2018 – 2021



VISION

Embracing Learning. Building Resilience. Achieving Excellence.

We are committed to engaging learners and raising achievement through embedding a culture of Hauora, and providing Innovative Learning Spaces that enable learners to meet their personal aspirations and achieve higher levels of personal excellence as they prepare for unknown futures.

A place to belong...Karaka!

Our Core Values:

- *Life-long learning
- *Excellence
- *Adaptability
- *Respect
- *Nurture

As a learning community we commit to fostering a culture that values and actively supports all learners in our community to meet their aspirations.

We Believe:

"Ka whangaia ka tupu, ka puawai"
That which is nurtured, blossoms and grows



Strategic Goal 1:

Engaging Learners / Raising Student Achievement

We are committed to...

- *Providing authentic and engaging learning programmes
- *Our students confidently speaking about their own learning
- *Being leaders in A4L practices and pedagogy
- *Ensuring student progress is measurable and celebrated

Strategic Goal 2:

Hauora

Taba tinana - Physical well-being, *Taba hinengaro* - Mental and emotional well-being, *Taba whanau* - Social well-being, *Taba wairua* - Spiritual well-being

We are committed to...

- *The school LEARN values being the cornerstone of our school's culture
- *Developing effective communicators
- *Ensuring students feel safe and have a sense of belonging

Strategic Goal 3:

Innovative Learning Environments

We are committed to...

- *All class environments being reflective of innovative learning spaces
- *Digital devices being used to enhance teaching and learning consistently school wide
- *Karaka School being the school of choice

Our Core Values



Kia Ora, Welcome to
Karaka School
EMBRACING LEARNING. BUILDING RESILIENCE. ACHIEVING EXCELLENCE.

"Ka whangaia, ka tupu, ka puawai."

LEARNING AKORANGA
We take pride in being open to learning new things.

EXCELLENCE HIRANGA
We always strive to do our very best.

ADAPTABILITY URUTAU
We are adaptable and can think flexibly.

RESPECT WHAKAUTE
*We show respect for others, ourselves and the environment at all times.
We follow safety and game rules.
We demonstrate fair play.*

NURTURE POIPOI
*We show nurturing for one another through kind actions and words.
We help and encourage each other.*

We like to have **FUN**
– PAREKAREKA.

LEARN

In 2014 the Karaka School Community undertook a collaborative consultation process to develop a new school vision that was representative of our context and that captured the aspirations of all its' stakeholders. Emerging from our vision is the whakatauki that underpins our approach towards achieving our vision. Sitting behind our vision are our five core values that emerged during the consultation process. In 2017 the BoT undertook a review of our vision and values. Emerging from this were 3 new strategic goals that were sent to our school community for consultation. The goals will advance our learners towards embedding the values and achieving the vision.

Our Strategic Goals

<p><u>Strategic Goal One:</u></p> <p>Engaging Learners - Raising Student Achievement</p>	<p><u>We are committed to:</u></p> <ul style="list-style-type: none"> ● Providing authentic and engaging learning programmes ● Our students confidently speaking about their own learning ● Being leaders in A4L practices and pedagogy ● Ensuring student progress is measurable and celebrated 	<p><u>We will:</u></p> <p>By the end of 2021 our students will:</p> <ul style="list-style-type: none"> ● Be better able to manage their own learning <p>Through Karaka School:</p> <ul style="list-style-type: none"> ● Providing authentic, engaging and diverse learning opportunities based on A4L learning pedagogy and practices, <p>This will be evidenced by:</p> <ul style="list-style-type: none"> ● Students ability to articulate and manage their learning
<p><u>Strategic Goal Two:</u></p> <p>Hauora</p> <p><i>Taha tinana - Physical well-being, Taha hinengaro - Mental and emotional well-being, Taha whanau - Social well-being, Taha wairua - Spiritual well-being</i></p>	<p><u>We are committed to.....</u></p> <ul style="list-style-type: none"> ● The school LEARN values being the cornerstone of our school's culture ● Developing effective communicators ● Ensuring students feel safe and have a sense of belonging 	<p><u>We will:</u></p> <p>By the end of 2021 Karaka School will:</p> <ul style="list-style-type: none"> ● An embedded culture that values holistic well being <p>Leading to:</p> <ul style="list-style-type: none"> ● All stakeholders feeling valued and proud to be a part of our school <p>This will be evidenced by:</p> <ul style="list-style-type: none"> ● Stakeholders who are committed to the culture and displaying the values of Karaka School
<p><u>Strategic Goal Three:</u></p> <p>Innovative Learning Environments</p> <p>?</p>	<p><u>We are committed to....</u></p> <ul style="list-style-type: none"> ● All class environments being reflective of innovative learning spaces ● Digital devices being used to enhance teaching and learning consistently school wide ● Karaka School being the school of choice 	<p><u>We will:</u></p> <p>By the end of 2021 Karaka School will:</p> <ul style="list-style-type: none"> ● Have environments that are evolving and adaptable <p>Leading to:</p> <ul style="list-style-type: none"> ● Future focussed learning <p>This will be evidenced by:</p> <ul style="list-style-type: none"> ● Environments that are reflective of creativity, flexibility and collaboration with students as active learners

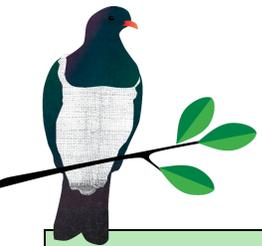
Our Strategic Plan 2018-2021

STRATEGIC PLAN	2018	2019	2020	2021
<p>Strategic Goal One:</p> <p>Engaging Learners - Raising Student Achievement</p> <p>We are committed to:</p> <ul style="list-style-type: none"> • Providing authentic and engaging learning programmes • Our students confidently speaking about their own learning • Being leaders in A4L practices and pedagogy • Ensuring student progress is measurable and celebrated <p>We will: By the end of 2021 our students will:</p> <ul style="list-style-type: none"> • Be active learners through engagement that leads to improved outcomes <p>Through Karaka School:</p> <ul style="list-style-type: none"> • Developing A4L practices and providing authentic learning opportunities <p>This will be evidenced by:</p> <ul style="list-style-type: none"> • Students ability to articulate and manage their learning 	<p>1. Assessment for learning is revisited and ongoing PL for staff provided so that learners are better able to discuss and manage their own learning.</p>	<p>Key areas for further development are identified and provision for additional PLD to embed these are made leading to greater student confidence in managing own learning</p>	<p>A4L practice is embedded. Students and teachers are confidently analysing information to inform next steps on an ongoing basis</p>	<p>Students and teachers are competent in seeking and interpreting evidence allowing the learners to manage their own learning through being active in their learning.</p>
	<p>2. Staff use Spirals of Inquiry to inquire into their teaching practice aligned to A4L pedagogy</p>	<p>Spirals of inquiry remains the model used to inquire into teaching practice and is embedded into appraisal</p>	<p>Spirals of Inquiry reviewed as the tool to inquire into practice to ensure ongoing effectiveness</p>	<p>Teachers are confidently and continuously reflecting on their teaching practice through the use of an evidence based Inquiry model.</p>
	<p>3. Opportunities for leaders to develop leadership practices are explored</p>	<p>Team leaders to attend APPA Senior leadership Conference - Waipuna Lodge. Feedback and reflection with leadership team on return.</p>	<p>Leaders to identify next step in their leadership practice. Senior management to work with leader to find suitable PLD.</p>	<p>Leaders are confident, capable and supported to help lead the school towards its strategic vision</p>
	<p>4. LEA meetings introduced to directly improve outcomes for target learners (Faces on the Data)</p>	<p>LEA discussions become part of regular team meetings</p>	<p>LEA reviewed and refined</p>	<p>LEA meetings are embedded into culture and impacting on student learning</p>
	<p>5. NPDL is explored and introduction of a big authentic question for learner inquiries leading to greater engagement and ownership of learning.</p>	<p>Inquiries are led by an authentic big question. Teachers allow students to guide their own learning and are assessing using one of the NPDL 6 capabilities</p>	<p>Students have greater input and ownership of inquiries leading to improved engagement. Teachers and students are becoming more familiar with the 6 NPDL capabilities</p>	<p>Student voice is used to guide authentic inquiries and the 6 capabilities are being used to develop next steps for holistic development</p>
	<p>6. Student voice is collected to ascertain engagement and interest</p>	<p>Student voice is collected by teachers at least twice a year. Information is used to evaluate teaching practice and class programmes</p>	<p>Student voice is collected at different levels (class, team, school). Discussions take place to determine what's working and what could be done differently. Actions decided and implemented</p>	<p>Student voice is collected and used on a regular basis with feedback given to students</p>

	7. Bi-annually students are confidently leading Student conferences	Students are encouraged and supported to take more of a lead role in conferences	Students led conferences are established throughout the school with teacher support	All student conferences are student led
	8. Learning pathway folders are reviewed and refined	Information within Learning Pathway folders provides students, teachers and whanau with a clear understanding of progress, achievement and next steps	Learning pathway folders are available to students at all times and are regularly updated and used	Embedded into practice and students are using regularly to set next learning steps
	9. Student progress and achievement will be celebrated	Student progress and achievement are celebrated at class, team and school level. Staff conversations are becoming more focussed on progress and achievement.	Celebration of progress and achievement becomes part of regular dialogue and a variety of ways to celebrate are in place at different levels.	Dialogue focussed on student progress and achievement. All students acknowledged and celebrated through newsletters, assemblies, prizegiving, praise postcards, verbally and official reporting
	10. Assessment information is shared with the students and next steps for learning co-constructed	Students are taking ownership of assessment information, asking their teacher for this information and using it to develop next steps.	Students are using assessment information to establish next steps, ensuring these are measurable.	Assessment information is shared with students and their whanau in a timely, positive manner. Next steps are clear, measurable and reevaluated.
	11. Peer coaching relationships evolve to provide increased support in developing teacher practice	Peer coaching maintained and integrated into staff meetings to support PLD	Peer coaching relationships are embedded into appraisal and aligned to PLD	Peer coaching relationships are a part of everyday business
	<p>Strategic Goal Two:</p> <p>Hauora</p> <p><i>Taha tinana - Physical well-being, Taha hinengaro - Mental and emotional well-being, Taha whanau - Social well-being, Taha wairua - Spiritual well-being</i></p> <p>We are committed to.....</p> <ul style="list-style-type: none"> The school LEARN values being the cornerstone of our school's culture Developing effective communicators 	1. LEARN Values are visible and become the language of expectation	Karaka School LEARN values are displayed throughout the school to ensure our whole community is aware of and committed to these	Karaka School's LEARN values are visible and referred to constantly. These are the basis for maintaining our positive school culture.
	2. Students holistic needs are identified and responded to appropriately	A review of how best to collect and ensure retention of student information is undertaken and next steps identified	Next steps are implemented and review of effectiveness undertaken	Systems are developed that ensure holistic information is collected, acted upon and retained to ensure an ongoing narrative is maintained.
	3. Communication to wider community reviewed	New ways of communicating are explored and implemented.	Communication methods are reviewed.	Community are kept informed , on a regular basis,through a variety of avenues (online, written, verbal) and their voice is encouraged and acted upon.

<ul style="list-style-type: none"> Ensuring students feel safe and have a sense of belonging <p>We will: By the end of 2021 Karaka School will:</p> <ul style="list-style-type: none"> An embedded culture that values holistic well being <p>Leading to:</p> <ul style="list-style-type: none"> All stakeholders feeling valued and proud to be a part of our school <p>This will be evidenced by:</p> <ul style="list-style-type: none"> Stakeholders who are committed to the culture and displaying the values of Karaka School 	4. Wellbeing survey administered and evaluated for next steps	Next steps arising from survey are implemented.	Wellbeing survey administered and evaluated for next steps	Information gathered through wellbeing surveys used to improve conditions for learners and staff.
	5. Student support systems are evaluated and next steps identified	Regular meetings between SENCO and teacher aides to determine effectiveness of support programmes.	Support systems discussed at team, staff, leadership level to ensure students are being catered for	Regular feedback and communication sort to ensure support systems meet the needs of our learners.
	6. Students provided with diverse opportunities to participate in physical activities	Diversity of activities are reviewed and school wide participation analysed	Next steps are implemented and review of effectiveness undertaken	Commitment to providing all students with a wide range of physical activities. Utilise staff strengths and involve external programmes as required.
	7. Sparklers programme investigated alongside KiVA programme	Next steps from investigation and implementation sought.	Review of programmes undertaken to ensure alignment with school values and culture	Established wellbeing programme/s are in place as part of school culture
	8. Commitment to building cultural connections and ensuring our diverse communities are valued	Review of programmes in place and next steps identified and planned for	Next steps are implemented and review of effectiveness undertaken	All cultures have a sense of belonging, are celebrated and valued here at Karaka School.
	9. Enviroschools journey to be continued with a schoolwide approach developed.	Enviroschools philosophy and practices moves to a coordinated school wide approach	Enviroschools philosophy and practices are at a sustainable level school wide	Enviroschools philosophy embedded into school culture - achieved Gold status.
<p>Strategic Goal Three:</p> <p>Innovative Learning Environments</p> <p>We are committed to....</p> <ul style="list-style-type: none"> All class environments being reflective of innovative learning spaces Digital devices being used to enhance teaching and learning consistently school wide Karaka School being the school of choice <p>We will:</p>	1. Flexible furniture purchased for all classes Year 3 and above	Furniture provides students with greater choice in how their learning occurs	Flexibility of furniture supports collaboration and enables students to better manage how, when and with who they learn	Furniture is being utilised in such a way that supports learning pedagogy
	2. PLD in use of digital devices to enhance teaching and learning undertaken	Review of devices and how they are used undertaken	Next steps are implemented and review of effectiveness undertaken	Digital devices are fully integrated into teacher practice to enhance teaching and learning.
	3. A4L pedagogy is visible in the learning environments	A4L pedagogy is embedded into practice	Leadership in A4L pedagogy	All teachers are competent in A4L pedagogy and able to lead by example and 'know thy impact'
	4. Transition to school programmes evaluated and next steps identified	Regular visits to feeder ECE centres. Investigate a 'Welcome Pack' and evaluate organisation for school visits	Pre entry system established and relationships strengthened with ECE providers through ongoing connections	Positive, ongoing connections established with local Early Childhood centres, as well as pre-entry systems embedded.

<p>By the end of 2021 Karaka School will:</p> <ul style="list-style-type: none"> Have environments that are evolving and adaptable <p>Leading to:</p> <ul style="list-style-type: none"> Future focussed learning <p>This will be evidenced by:</p> <ul style="list-style-type: none"> Environments that are reflective of creativity, flexibility and collaboration with students as active learners 	5. Intermediate programme evaluated and next steps identified	Next steps are implemented and review of effectiveness undertaken	Programme is refined and evolves to meet needs of students and community	Intermediate education is valued by the community
	6. Commitment to provision of digital devices	Device management and integration of tools reviewed and next steps established	Next steps are implemented and review of effectiveness undertaken	Digital devices will be maintained and upgraded as necessary to ensure students have access to these at all times.
	7. A review of ways in which information is disseminated to a variety of audiences is undertaken	Next steps arising from review undertaken and new platforms are investigated	Evaluation of implementation of next steps undertaken and new platforms are trialled	A variety of platforms are used to ensure community is well informed. Platforms are reviewed regularly.



Our Annual Plan 2018

Goal	What	Who	SMART Goals	Resourcing	Review	Self
<p>Strategic Goal One:</p> <p>Engaging Learners - Raising Student Achievement</p> <p>We are committed to:</p> <ul style="list-style-type: none"> Providing authentic and engaging learning programmes Our students confidently speaking about their own learning Being leaders in A4L practices and pedagogy Ensuring student progress 	1. Assessment for learning is revisited and ongoing PL for staff provided so that learners are better able to discuss and manage their own learning and leadership developed	All staff	1. By Term 4 2018, the 6 A4L capabilities will have been revisited and observations followed by practice analysis conversations and peer coaching to identify shifts in teacher practice to be made leading to stage 3/4 of the matrices.	Time PLD Budget		
	2. Staff use spirals of inquiry to inquire into their teaching practice aligned to A4L pedagogy	All staff	2. From Term 1 2018, Spirals of Inquiry will be used through the appraisal system to reflect on practice leading to improved outcomes for students.	Time		
	3. LEA meetings introduced to directly improve outcomes for target learners	All staff	3. From Term 1 2018, Faces on the Data will be discussed at meetings using the LEA framework to better address the specific needs of individual students.	Time		
	4. NPDL is explored and introduction of a big authentic	All staff		Time		

<p>is measurable and celebrated</p> <p>We will: By the end of 2021 our students will:</p> <ul style="list-style-type: none"> Be better able to manage their own learning <p>Through Karaka School:</p> <ul style="list-style-type: none"> Providing authentic, engaging and diverse learning opportunities based on A4L learning pedagogy and practices, <p>This will be evidenced by:</p> <ul style="list-style-type: none"> Students ability to articulate and manage their learning 	<p>question for learner inquiries leading to greater engagement and ownership of learning</p> <p>5. Student voice is collected to ascertain engagement and interest</p> <p>6. Bi-annually students are confidently leading Student Led conferences</p> <p>7. Learning pathway folders are refined so that students are able to measure their progress</p> <p>8. Student progress and achievement will be celebrated</p> <p>9. Assessment information is shared with the students and next steps for learning co-constructed</p>	<p>All staff</p> <p>All students</p> <p>All staff All students</p> <p>All staff</p> <p>All staff All Students</p>	<p>4. From Term 1 2018, Inquiry learning will be based around a big question that will allow students greater flexibility in and ownership of their learning through increased choice.</p> <p>5. At the end of Terms 2 and 3, students voice will be collected to ascertain the engagement level of students in their learning.</p> <p>6. Twice per year, students will lead learning conversations, sharing their achievements and next steps with whanau.</p> <p>7. In Term 1 2018, teams will review the contents and purpose of the LPFs, make changes and then review the effectiveness of the changes in term 4.</p> <p>8. In 2018, student progress and achievement will be an agenda item at all team and leadership meetings. LEA meetings will be introduced to ensure our faces on the data are prioritised. Praise postcards will be sent home to acknowledge student achievement and class dojo used to celebrate learning</p> <p>9. Learning pathway folders are used by students to reflect on their learning and progress, discuss their next steps and report to their parents and whanau on their learning</p>	<p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time Postage Budget</p> <p>Time Relievers Budget</p>	
<p>Strategic Goal Two:</p> <p>Hauora</p>	<p>1. LEARN Values are visible and become the language of expectation</p>	<p>All staff All students</p>	<p>1. Term one school wide inquiry will have the big question "What is our responsibility to our community? This will involve the re-launch of the</p>	<p>Time</p>	

<p><i>Taha tinana - Physical well-being, Taha hinengaro - Mental and emotional well-being, Taha whanau - Social well-being, Taha wairua - Spiritual well-being</i></p> <p><u>We are committed to.....</u></p> <ul style="list-style-type: none"> The school LEARN values being the cornerstone of our school's culture Developing effective communicators Ensuring students feel safe and have a sense of belonging <p>We will: By the end of 2021 Karaka School will:</p> <ul style="list-style-type: none"> Have an embedded culture that values holistic well being <p>Leading to:</p> <ul style="list-style-type: none"> All stakeholders feeling valued and proud to be a part of our school <p>This will be evidenced by:</p> <ul style="list-style-type: none"> Stakeholders who are committed to the culture and displaying the values of Karaka School 	<p>2. Students holistic needs are identified and responded to appropriately</p> <p>3. Communication to wider community reviewed</p> <p>4. Wellbeing survey administered and evaluated for next steps</p> <p>5. Student support systems are evaluated and next steps identified</p> <p>6. Students provided with diverse opportunities to participate in physical activities</p> <p>7. Sparklers programme investigated alongside KiVA programme</p> <p>8. Commitment to building cultural connections and ensuring our diverse communities are valued</p> <p>9. Enviroschools journey to be continued with a schoolwide approach developed.</p>	<p>All staff</p> <p>All staff</p> <p>Leadership</p> <p>Leadership</p> <p>EOTC Leader</p> <p>All staff</p> <p>Cultural Leader</p> <p>Enviro Leaders</p>	<p>school values. Recognition of school values being displayed will be done in a variety of ways.</p> <p>2. From Term 1 building learner focussed relationships underpins A4L pedagogy and will be a key focus in term one as part of PLD. The schoolwide tracking document will continue to collect narratives of learners.</p> <p>3. From term 1 Class Dojo will be introduced schoolwide. Blogs on the website will be reviewed.</p> <p>4. NZCER wellbeing survey will be administered within 1st 2 terms to students in years 5-8</p> <p>5. Tuakana Teina relationships established in Term 1 and later reviewed in term 3</p> <p>6. Sports Leader will ensure a range of physical activities at all levels of the school are available starting in term 1</p> <p>7. From term 1 Sparkler programme will be aligned to school values and reflected in balanced curriculum document. Online resources will be used to support teaching of these</p> <p>8. In term 1 Cultural leader will develop and enact action plan to reflect this</p> <p>9. In term 1 Enviro leaders will develop and enact action plan to reflect this</p>	<p>Time PLD Budget</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time Sport Budget</p> <p>Time Stationary budget</p> <p>Time Unit</p> <p>Time Unit</p>	
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<p>Strategic Goal Three:</p> <p>Innovative Learning Environments</p> <p>We are committed to....</p> <ul style="list-style-type: none"> All class environments being reflective of innovative learning spaces Digital devices being used to enhance teaching and learning consistently school wide Karaka School being the school of choice <p>We will: By the end of 2021 Karaka School will:</p> <ul style="list-style-type: none"> Have environments that are evolving and adaptable <p>Leading to:</p> <ul style="list-style-type: none"> Future focussed learning <p>This will be evidenced by:</p> <ul style="list-style-type: none"> Environments that are reflective of creativity, flexibility and collaboration with students as active learners 	<p>1.Flexible furniture purchased for all classes Year 3 and above</p> <p>2.PLD in use of digital devices to enhance teaching and learning undertaken</p> <p>3. A4L pedagogy is visible in the learning environments</p> <p>4. Transition to school programmes evaluated and next steps identified</p> <p>5.Intermediate programme evaluated and next steps identified</p> <p>6.Commitment to provision of digital devices</p> <p>7. Review of ways in which information is disseminated to a variety of audiences is undertaken</p>	<p>Leadership</p> <p>E-Learning Leader</p> <p>All staff</p> <p>Leadership & Junior Leader</p> <p>Leadership & Intermediate Teacher</p> <p>Leadership & BoT</p> <p>Leadership</p>	<p>1. From Term 1 2018 all classes Year 3 and above will have flexible furniture resulting in greater collaboration</p> <p>2. Each term staff will engage in professional learning led by the e-learning leader. External courses will be sought</p> <p>3. Learning pathways for all core learning areas showing progression will be visible and interactive from Term 1 2018. Dialogue with students will be around the language of A4L and the curriculum.</p> <p>4. A Welcome to Karaka kete will be developed and priced prior to the end of Term 3 2018. Visits to contributing providers will be scheduled mid year.</p> <p>5. Student and parent voice will be collected via a survey in Term 2 2018 and responses analysed</p> <p>6. Budget will be allocated to purchase lease equipment and provide additional devices</p> <p>7. Class dojo will be schoolwide from term 1 2018. Blogs will be updated a minimum of termly. A survey will be sent to parents prior to mid year to ascertain the most effective forms of communication for our community.</p>	<p>Furniture budget</p> <p>PLD Budget Time</p> <p>Time Stationary budget Relievers budget PLD Budget</p> <p>Time Koha budget</p> <p>Time</p> <p>ICT Budget</p> <p>Time</p>	
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